

SOUTH FANT STREET ELEMENTARY

1700 South Fant St.
Anderson, SC 29624

GRADES K-5 Elementary School

ENROLLMENT 262 Students

PRINCIPAL Janet Mills 864-260-5200

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	42	42	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

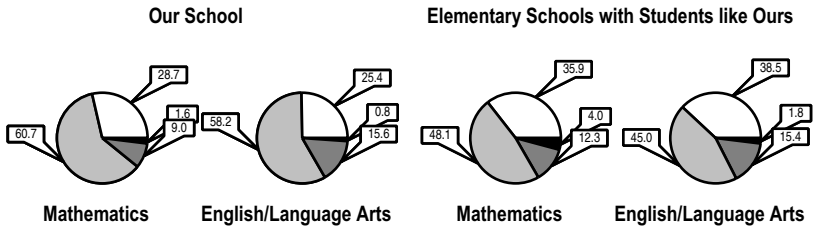
FOR MORE INFORMATION, VISIT WEBSITES AT:




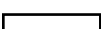
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	45	32
Percent satisfied with learning environment	89.7%	90.9%	93.8%
Percent satisfied with social and physical environment	90.0%	91.1%	78.1%
Percent satisfied with home-school relations	41.9%	93.2%	93.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	131	100.0	25.4	58.2	15.6	0.8	16.4	17.6
Gender								
Male	68	100.0	29.2	53.8	15.4	1.5	16.9	17.6
Female	63	100.0	21.1	63.2	15.8	N/A	15.8	17.6
Racial/Ethnic Group								
White	16	100.0	12.5	68.8	18.8	N/A	18.8	17.6
African-American	113	100.0	26.7	57.1	15.2	1.0	16.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	79	100.0	23.0	52.7	24.3	N/A	24.3	17.6
Disabled	52	100.0	29.2	66.7	2.1	2.1	4.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	131	100.0	25.6	57.9	15.7	0.8	16.5	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	129	100.0	24.8	58.7	15.7	0.8	16.5	17.6
Socio-Economic Status								
Subsidized meals	119	100.0	27.9	56.8	15.3	N/A	15.3	17.6
Full-pay meals	12	100.0	N/A	72.7	18.2	9.1	27.3	17.6

Mathematics								
All students	131	100.0	28.7	60.7	9.0	1.6	10.7	15.5
Gender								
Male	68	100.0	27.7	61.5	9.2	1.5	10.8	15.5
Female	63	100.0	29.8	59.6	8.8	1.8	10.5	15.5
Racial/Ethnic Group								
White	16	100.0	31.3	50.0	18.8	N/A	18.8	15.5
African-American	113	100.0	27.6	62.9	7.6	1.9	9.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	79	100.0	21.6	63.5	13.5	1.4	14.9	15.5
Disabled	52	100.0	39.6	56.3	2.1	2.1	4.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	131	100.0	28.1	61.2	9.1	1.7	10.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	129	100.0	28.1	61.2	9.1	1.7	10.7	15.5
Socio-Economic Status								
Subsidized meals	119	100.0	30.6	59.5	9.0	0.9	9.9	15.5
Full-pay meals	12	100.0	9.1	72.7	9.1	9.1	18.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	39	N/A	27.0	45.9	21.6	5.4	27.0
	Grade 4	47	N/A	44.7	48.9	6.4	N/A	6.4
	Grade 5	60	N/A	53.3	38.3	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	14.3	54.8	31.0	N/A	31.0
	Grade 4	42	100.0	25.7	65.7	5.7	2.9	8.6
	Grade 5	45	100.0	35.6	55.6	8.9	N/A	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	39	N/A	33.3	46.2	15.4	5.1	20.5
	Grade 4	47	N/A	51.1	44.7	N/A	4.3	4.3
	Grade 5	60	N/A	51.7	43.3	1.7	3.3	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	16.7	69.0	11.9	2.4	14.3
	Grade 4	42	100.0	40.0	54.3	2.9	2.9	5.7
	Grade 5	45	100.0	31.1	57.8	11.1	N/A	11.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 262)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Down from 3.7%	2.5%	2.4%
Attendance rate	96.2%	Down from 96.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.4%	Down from 1.8%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	24.2%	Up from 23.4%	7.3%	8.0%
Older than usual for grade	1.5%	Down from 1.6%	2.9%	1.1%
Suspended or expelled	0.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	39.3%	Up from 26.7%	46.8%	50.0%
Continuing contract teachers	100.0%	Up from 93.3%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.3%	Up from 74.2%	79.6%	86.2%
Teacher attendance rate	94.5%	Down from 94.9%	95.1%	95.3%
Average teacher salary	\$38,629	Up 4.7%	\$38,222	\$39,909
Prof. development days/teacher	17.8 days	Up from 9.2 days	12.9 days	11.4 days

School				
Principal's years at school	0.5	Down from 2.0	3.0	4.0
Student-teacher ratio	11.4 to 1	Down from 14.7 to 1	16.9 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 89.7%	88.7%	89.7%
Dollars spent per pupil*	\$8,333	Up 14.8%	\$6,854	\$5,892
Percent spent on teacher salaries*	60.3%	Up from 59.3%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Fant Elementary School closed its doors as an elementary school Tuesday, May 20, 2003. It served the South Fant community of Anderson School District Five for almost five decades as an elementary school. South Fant will continue in the 21st century serving the South Fant and Anderson School District Five communities as an early childhood center beginning January, 2004.

A major goal of South Fant Elementary was to improve student performance on the PACT test. Review of PACT test data from the 2002-03 academic year revealed improvement of student performance over the 2000-01 and 2001-02 academic years. South Fant Elementary rose from an unsatisfactory rating for the 1999-00 academic year to a below average rating for 2000-01 and missed a rating of average by one tenth of a point for 2001-02. Improvement of student performance on the PACT test and raising the school rating was a challenge South Fant's students, parents, administration, faculty, and staff eagerly accepted.

Analysis of past PACT test data helped identify areas of instructional need. Plans to meet these instructional needs consisted of development of specialized programs; improvement of curriculum and teaching methods; alignment of quality curriculum, effective instruction, and authentic assessment; integration of instructional programs and support services; job-specific staff development; quality teacher evaluation; and appropriate allocation of resources.

South Fant Elementary School, a School of Promise award winner, provided its students with a quality educational opportunity in a safe, secure, and family-friendly environment. We were proud to be one of eighty-four schools statewide recognized by the South Carolina Department of Education as a Red Carpet, Family-Friendly School for the 2001-02 academic year.

We are saddened by the closing of South Fant as an elementary school, but are excited and encouraged by the transition to an early childhood center. The South Fant Early Childhood Center will continue to serve the best interests of our South Fant children at an earlier age and provide the social, emotional, and educational foundations necessary to be successful in life.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.